**UNIT 5: IN THE CLASSROOM**

**LESSON 1: P1, 2**

**I. OBJECTIVES**

By the end of the lesson, students will be able to:

- Identify the context of school playground, the letter Q and the sound /k/ from given pictures and listening the words.

- Pronounce correctly the sound /k/ in isolation and in the words (square, question, quiz).

- Make a picture , showing a positive attitude when talking with friends.

**\* LANGUAGE FOCUS.**

**- Key terms.**

square, question, quiz

**II. INSTRUCTIONAL RESOURCES.**

- 4 pictures : square, question, quiz

- Laptop/ Speaker

**III. LEARNING EXPERIENCES**

**1. Warm up: Listen to a song “ ABC alphabet”**

- Listen to the song and dance with music.

- T reminds SS to focus:

 + Sing and dance: like the video

**2. Discover to build up the new knowledge.**

**Activity 1: Look at the picture to know the context and words**

**-** Look at the picture and identify the situation and the characters).

- Who is she/ he?

- Where are they? (in the classroom)

- Elicits to help SS identify the words (square, question, quiz), draws Ss’ attention to the letter “Q”

- Checks SS’ identifying by flash cards.

**Activity 2: Listen and repeat (Slap the board)**

- T introduces the letter Q and the sound /k/, the sound /k/ in the word.

- Listen to the recordings of the words (square, question, quiz), point and repeat

 + 1st: ….in chorus

 + 2nd; ...in chorus

 + 3rd: Team

 + Individuals (without listening)

- Assessment through a game “ a ball”.

**3. Practice**

**Activity 1: Point and say**

- Work in pairs, point to the picture and say.

- T models: T points to a real thing and say /k/ question.

- Assessment: Quick check using Ps

- Give remarks

**4. Application: Make sound picture**

Make a picture and share with their friends.

**5. Wrap up**

- Show their love for features of scene by drawing simple symbols.

- Share the words with the members of family.

**IV. REGULATION**

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**UNIT 5: IN THE CLASSROOM**

**LESSON 2: P3,4,5**

**I. DESIRED OBJECTIVES**

By the end of the lesson, students will be able to:

- Revise the words they have learnt: question, square, quiz

- Say the letter Q/q, the words question, square, quiz, the phrases/sentences containing /k/ and square, question, quiz, the sentence structure He’s/She’s \_\_\_\_\_ (verb + –ing). in a chant.

- Listen and recognize the words square, quiz and the sentence structure He’s/She’s \_\_\_\_\_ (verb + –ing).

- Write the letter Q/q and complete the words s\_uare, \_uiz, \_uestion.

**\* LANGUAGE FOCUS.**

**- Key term**

+ Sound /k/

+ Vocabulary: question, square, quiz

**Key grammatical structure(s)/ sentence patterns**

 He’s/She’s \_\_\_\_\_ (verb + –ing).

**II. INSTRUCTIONAL RESOURCES.**

- Laptop/ Speaker

- 4 pictures (question, square, quiz)

**III. LEARNING PLAN**

**1. Warm up : Whisper Game (Quick game)**

- Greet Ss.

- Play Whisper Game.

- T/SS assesses and elicit the places mentioned in the game (question, square, quiz) and lead them to the new lesson by saying “You are going to learn the next of unit 5. This is lesson 2: P 3,4,5”

 **2. Discover to build up the new knowledge.**

**Activity 1: Listen and chant**  ( School bus)

**-** Work in pair to look at the picture and remind the words (square, question, quiz)

- Listen to the recording each line with 3 times for students to ss listen and have 4 practises:

+ 1st : repeat in chorus, point to the line and repeat

+ 2nd : some ss repeat

+ 3rd : team (without listening)

+ 4th : individual

- T assess through game **School bus**.

 Rules: + Divide class into three teams: A-B-C

 + A school bus stop at team A/B or C, that team will chant

 A: Sentence 1,2 - B: Sentence 3,6 - C: sentence 4,5

Feedback: pronunciation/internation/ ineraction ….

**3. Practice**

**Activity 1: Listen and tick**  (Observation; Questions & answers)

- Look at the pictures of Question 1, 2 and say what they can see
- Guess the answers

- Listen to recording to do ( 3times)

- A few pupils to the front of the class to point to the pictures .

- Assess through quick questions: what have you heard?.....

Expected answers: 1.a 2.b

**Activity 2: Look and trace** (Observation)

- Look at the letter Q (upper case) and the letter q (lower case) in the video.

- A few pupils to come to the front of the class and write the letter Q on the board.

- Identify how the letter Q (upper case and lower case) is traced.

- Trace the letter Q/q and words in the book
- Some pupils show what they have done.

**4. Wrap up:**

1. What have you learnt from the lesson today? (by drawing/saying/writing….in their notebooks)

2. What’re the core value of the lesson?

- SS label sticker

**IV. REGULATION**

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**UNIT 5: IN THE CLASSROOM**

**Lesson 3: Part. 6- 7- 8**

**I. DESIRED OBJECTIVES**

By the end of the lesson, students will be able to:

- Recall the words: square, question, quiz

- Identify the situation in the picture with the sentence pattern “What’s she/he doing? She’s/ he’s.............” (setting, participants, topic)

- Identify the sentence pattern “What’s he/she doing? and He’s/She’s \_\_\_\_\_ (verb + –ing).” to ask and answer questions about what someone is doing.

- Practice and use the sentence pattern “What’s he/she doing? and He’s/She’s \_\_\_\_\_ (verb + –ing)” to ask and answer questions about what someone is doing.

- Perform the song with the structure What’s he/she doing? and He’s/She’s \_\_\_\_\_ (verb + –ing).” in interesting ways by using appropriate tone and meaningful gestures

**\* LANGUAGE FOCUS**

 **Vocabulary**

fish, chips, milk, chicken

**Key grammatical structure**

What’s he/she doing? He’s/She’s \_\_\_\_\_ (verb + –ing)

**II. INSTRUCTIONAL RESOURCES**

- Pictures

- Laptop

**III. LEARNING EXPERIENCES**

**1. Warm-up** Greeting and Game **“Sit down or stand up**”

- Greets the students. Then gets the class to play game **“Sit down or Stand up**”

- Some students to correct the word corresponding with the picture.

- Gives the comments to the class.

**2. Discover to build up the new knowledge/structure**

**Activity 1: Language in put (Observation)**

- Discover the picture and talk about the context (guess)

- T supports SS:

+ Point the picture and ask : How many people? Who are they? (six- teacher and pupils)

+ Where are they? (in the classroom)

+ What are they doing? (she- answering a question; boy- doing a quiz.- colouring a square)

- Listen and repeat.

- Elecit the sentence pattern: What’s he/she doing? He’s/She’s... (verb + –ing).” and explain the meaning and the use (ask and answer questions about what someone is doing.

- Some pairs perform in front of class. Correct their pronunciation and internation if necessary.

**3. Practice**

**Activity 1: Let’s talk (Observation)**

- Work in pairs to to ask and answer about possession.

- Do models with a student: T: What’s she doing?

 S: She’s answering a question.

- Practise the structure in 4 minutes in pairs.

- Some pairs talk in front of class

- Give comnments

**4. Application**

**Activity 1: Sing (Observation sheet)**

- Say out the sentence with their word:What’s she/ he doing? She’s/ He’s .....

- Listen to the recording to sing along.

- Sing the song in groups, some groups to act out to the whole class. (Give feedback).

**IV. REGULATION**

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